

NCES DOVE UPDATE

DATA ON VOCATIONAL EDUCATION

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A QUARTERLY NEWSLETTER FOR THE NCES TECHNICAL REVIEW PANEL (TRP) ON VOCATIONAL EDUCATION



PLANS FOR VOCATIONAL EDUCATION IN THE U.S. IV

About every 3 to 5 years since 1992, the NCES DOVE program has published a description of the condition of vocational education nationwide, called *Vocational Education in the United States*. As this newsletter goes to press, work is beginning on the fourth edition. To the extent possible, the report will describe vocational/technical education at the secondary, postsecondary, and adult levels, and will provide recent as well as trend data. Where possible, at each level of education we will address the following questions: What does the delivery system look like? Who participates and what do they take? What is accomplished? This newsletter describes plans for our high school-level analyses.

What does the delivery system look like?

Using the forthcoming Education Longitudinal Study (ELS) 10th Grade school administrator questionnaire, we will describe the percentages of public high school students as of 2002 with access to vocational/technical programs through comprehensive high schools, area or regional vocational schools or centers, full-time vocational/technical schools, specialized magnet schools, and other school types.

What programs do schools offer?

Also using ELS, we will describe the prevalence in public high schools as of 2002 of different vocational/technical programs and work-based learning experience programs. Using a recent Fast Response Survey System questionnaire, we will describe the prevalence as of 2002 of different high school guidance counseling activities related to careers and occupations. See the Fast Fact at right.

Who teaches vocational/technical education?

We will provide data on trends from 1991 to 2000 in the supply and demand of vocational teachers, including trends in the number of teachers by vocational program area, new teachers joining the vocational teaching force, and various teacher qualifications, using the Schools and Staffing Surveys.

Who participates and what do they take?

Using the High School Transcript Studies we will describe trends from 1990 to 2000 in vocational coursetaking by program area, the amounts and combinations of vocational courses that students take, as well as the academic coursetaking of vocational participants. We will also describe trends in the characteristics of students taking vocational education. If the 2002 transcript data become available in time, we will incorporate these into the report.

What is accomplished?

Using National Assessment of Educational Progress (NAEP) test scores, we will describe trends in reading achievement (1994 to

1998) and mathematics achievement (1990 to 2000) for occupational concentrators and nonconcentrators. In addition, we will describe postsecondary education and labor market outcomes for public high school students 8 years after their 1992 high school graduation (using the National Education Longitudinal Study of 1988 Fourth Follow-up) and shorter-term outcomes for a more recent cohort of public high school graduates (using the National Longitudinal Survey of Youth Fifth Follow-up).

Please send comments and suggestions on the proposed high school analyses for the next *Vocational Education in the United States* to Lisa Hudson at lisa.hudson@ed.gov or Karen Levesque at klevesque@mprinc.com.

VocEd FAST FACTS

As of 2002, 77 percent of public high schools offered career majors or pathways, while 50 percent required that all students participate in them. In addition, 31 percent of public high schools used senior projects involving the student's career of interest, while 14 percent required them.

SOURCE: U.S. Department of Education, National Center for Education Statistics. High School Guidance Counseling, NCES 2003-015, by Basmat Parsad, Debbie Alexander, Elizabeth Farris, and Lisa Hudson. Washington, DC: August 2003.



LATEST NEWS

On October 8, 2003, the U.S. Department of Education's Office of Vocational and Adult Education held a National High School Leadership Summit for almost 700 educators and other officials to discuss strategies for assuring a quality education for the nation's youth. The conference focused on four themes, including setting high expectations and accountability for results; creating options and engaging students; fostering world-quality teaching and school leadership; and making smooth transitions into postsecondary education, training, and careers. Summit materials are available on the Department's website at <http://www.ed.gov/about/offices/list/ovae/index.html>.